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Development Of Canva-Based Digital Scrapbook Learning Media Using the Addie Model in Indonesian Language Learning Material Writing Short Story Text Class XI SMK

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ABSTRACT

Writing skills in Indonesian language learning include many texts. One of them is short story text. However, sometimes, learning to write short stories becomes boring. This happens if the teacher does not provide innovation and the right strategy in the learning process so that it runs effectively in accordance with the learning objectives. The development of science and technology requires teachers to be able to develop skills in making learning media. This research uses the Research and Development method and the model used is ADDIE. This research method is used to produce certain products and test the effectiveness of these products. Based on the assessment of design experts, a score of 85,3% was obtained, an assessment by media experts obtained a percentage score of 93%, and a material expert assessment with a percentage score of 91,4%. Based on the results of validation conducted by design experts and media experts, the results obtained are included in the "Very Feasible" category. Then from the results of the student response questionnaire obtained a score of 98%. The results of the small group trial were 93%, the results of the large group trial were 98%, and the students' response was 98%, so it can be concluded that the feasibility of Digital Scrapbook learning media on the material of writing short story text is included in the "Very Feasible" category. With student learning outcomes of 88.91%, it means that the development of Digital Scrapbook learning media on the material of writing short story text for students of class XI MP 1 SMK Negeri 1 Probolinggo is "Very Effective" to be used in Indonesian language learning.

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INTRODUCTION

Education is a conscious effort made by humans continuously to increase knowledge. in addition, education aims to educate the lives of the nation's children and develop human potential so that they are able to become a generation that excels in intelligence, emotional, and spiritual. Therefore, a quality education also requires good learning media.

Learning media is one of the important components contained in the learning process. The use of learning media should be a part that gets the attention of teachers in learning activities. However, there are also learning media that are considered less varied, causing boredom in students. Therefore, the use of technology is also needed to develop learning media that is varied and interesting for students.

Media is everything that is used in sending messages and can stimulate thoughts, feelings, attention, and willingness of learning so as to encourage a deliberate, purposeful and controlled

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learning process. According to Fathurrohman & Sutikno (2017), media can be defined as something that carries information and knowledge in the ongoing interaction between educators and students. Meanwhile, according to Sanjaya (2016) learning media is also a tool and material that can be used to assist in the delivery of learning materials.

Based on some expert opinions above, it can be concluded that learning media is a tool as a delivery of messages or information, stimulates the mind, and encourages the willingness of students to learn. In addition, learning media can create a pleasant learning process. Learning media can provide stimulation for students to carry out the learning process.

Learning media can provide stimulation for students to carry out the learning process. Learning media according to (F. Erma, 2012) can fulfill three main functions, namely: (1) motivate interest or action, (2) present information, and (3) provide instruction. (Panjaitan & Haris, 2022) suggests that the functions of learning media include: a) helping to facilitate learning for students and also facilitate teaching for teachers; b) provide a more real experience (abstract becomes concrete); c) attract the attention of students or in other words learning is not boring, all the senses of students can be activated; and d) can evoke the world of theory with its reality.

Based on the explanation above, it can be concluded that the function of learning media is to help teachers instill correct, concrete, and real basic concepts that are easily understood by students. The next function is to increase the enthusiasm of students in learning so that students are not bored when learning is carried out. The ultimate goal is that learning becomes very fun, more active, and the enthusiasm of students increases when participating in learning.

The use of learning media should be a part that gets the attention of teachers in learning activities. One of them can be by utilizing technology is also needed to compile learning media that is varied and interesting for students. The use of technology can encourage students to be more active and contribute to the learning process (Faisal et al., 2020).

The development of science and technology requires teachers to be able to develop skills in making learning media. Good learning media are those whose use aims to motivate students. Good media will also activate students to provide feedback and encourage students to practice (Utami, 2017). This can also be applied in Indonesian language learning at SMK.

Indonesian language learning contains four basic skills that must be mastered. These skills include: listening, reading, writing, and speaking, explain that writing is an activity of delivering messages (communication) using written language as a tool or medium (Triambodo, 2016).

Tarigan (2008) argues that writing skills are one of the productive and expressive language skills used to communicate indirectly and not face-to-face with other parties. Meanwhile, according to (Eni, 1967), the definition of writing skills is as an activity to convey messages (communication) using written language as a tool or medium. According to (Sugiarti & Muddin, 2017), writing activities have different characteristics. The active, productive, and written nature of writing makes it unique in terms of language, media, and the many languages used.

Based on some of the expert opinions above regarding writing skills, it can be concluded that writing skills are one of the productive language skills. Writing skills are the activity of arranging letters, words, or phrases into a sentence or into a whole paragraph. Writing skills in Indonesian language learning include many texts, one of which is short story text.

Short story texts are found in Indonesian language learning, especially in class XI SMK. Short stories are a form of imagination from a fictional person. Short stories can be interpreted as short stories which can be stories or narratives (not argumentative analysis) that are not real and do not really happen but can happen anytime and anywhere) and are very short (Jayanti & Rosita, 2019)

These events, characters, and conflicts are the main elements of a narrative and the three together form a unity called plot (Waningyun et al., 2018). A short story generally consists of 1,600 to 10,000 words. Because of this limitation, short stories will focus more on one plot, the main character and some additional characters if needed, and a concise and effective problem solving (Andriyani, 2021).

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Based on some expert opinions above, it can be concluded that a short story text is a text that contains a short story. Short stories consist of no more than 10,000 words in each story and can be read in one sitting. Short here means that it can still maintain the content and integrity of the story.

But sometimes learning to write short stories becomes boring. This happens if the teacher does not provide innovation and the right strategy in the learning process so that it runs effectively in accordance with the learning objectives (Rahayu & Yuli Kurniawan, 2022). Teachers must be more active and motivated to contribute to digital era learning. Digital era learning can be done by developing learning media as an alternative to technological development entering the Industrial Era 4.0 towards 5.0.

The alternative chosen by the author is to develop a Digital Scrapbook. Scrapbook comes from the word scrap which means used goods and book which means book. The scrapbook referred to here is not a used book but the scrapbook referred to here is an art activity of sticking photos on paper media and decorating them into creative works (Sejarah et al., 2020). This Digital Scrapbook Media can provide convenience for students and teachers in learning Indonesian, especially short story text writing material. This is because the existence of interesting short story references will make students understand the material of writing short stories and read the results (Hijjah & Bahri, 2022).

From some explanations about Digital Scrapbook above, it can be concluded that Digital Scrapbook is a digital media to facilitate learning for students. Scrapbooks can be in the form of interesting images or photos that can be obtained from collections or the internet. In addition to images or photos, Digital Scrapbooks can also be added with videos.

The Digital Scrapbook developed is Canva-based. The main reason is because Canva makes it easier to organize Digital Scrapbooks in this learning media development. Canva is a web-based graphic processing application. Canva has its headquarters in Perth, Australia. The company was founded by Melanie Perkins, Cliff Obrecht, and Cameron Adams and launched for the first time on January 1, 2013. Canva has a desktop web version as well as iOS and Android-based mobile app versions (Lutfiyah, 2019).

The development of this Digital Scrapbook also refers to several previous studies. The following are some of the studies used as references by the author in developing this learning media. Research conducted by (Umam & Laily, 2022) with the title "Development of Scrapbook Learning Media for Simple Sentence Writing Material for Grade I Elementary School". In this study, it was concluded that the development of Scrapbook learning media for writing simple sentences for grade I elementary schools can be used in the learning process, because it meets the validity indicators. The average validation results from media expert validators amounted to 89% with very valid criteria. While the average validation results from material expert validators amounted to 95% with very valid criteria (Umam & Laily, 2022).

The next relevant research is Shofia Lana Fauziah's development research entitled "Development of Scrapbook Learning Media to Increase Learning Motivation on Vertebrate Material in Class X MA NU Hasyim Asy'ari 3 Kudus". The increase in student motivation can be seen from the results of the analysis of the learning motivation questionnaire which has increased by 23%. Initial learning motivation obtained a score of 56% with a moderate / moderately motivated category, while the final learning motivation obtained a score of 79% with a high / motivated category (Fauziyah et al., 2020a).

Next is Raisya Asti's research with the title "Development of Scrapbook Learning Media on the Competency of Making Ribbon Embroidery for Fashion Students of Class XI of Your Putra Private Vocational School in Binjai". She concluded that the acquisition for the media obtained an assessment score of 83.3% in the "Good (Appropriate)" category with aspects of Scrapbook appearance 85% "good" category. Aspects of Scrapbook characteristics as learning media 80% "good" category, and aspects of media functions and benefits 84% good category" (Raisya, 2021).

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In the research of Shofia Lana Fauziah, et al entitled "Development of Scrapbook Learning Media to Increase Learning Motivation on Vertebrate Material in Class X" concluded that the increase in student learning motivation can be seen from the results of the analysis of the learning motivation questionnaire which has increased by 23%. Initial learning motivation obtained a score of 56% with a moderate / sufficiently motivated category. While the final learning motivation obtained a score of 79% with a high/motivated category.(Fauziyah et al., 2020b).

The next relevant research entitled "Development of Scrapbook Learning Media in Procedure Text Writing Material for Class XI Students of SMK Negeri 1 Kersana" by Tutut Rahayu states that students really need creative and innovative learning media that can be used in the learning process. This learning media is needed to help students understand the material, especially the material of writing procedure texts. Creative media is needed for learning activities (Rahayu & Yuli Kurniawan, 2022).

The research entitled "Development of Digital Scrapbook Media Problem- Based Learning Model on Social Studies" by Sugiyono and Arini, analysed and concluded that in the development of Digital Scrapbook media is feasible to use as a learning medium for social studies content. Through t-test and N-Gain test, Digital Scrapbook media with Problem Based Learning model is effectively used in social studies learning. This learning media has an effect on learning outcomes that are increasing (Yono & Estiastuti, 2022).

The next similar research belongs to Ulvaturrahamania entitled "Development of Scrapbook Media on Virus Material as a Learning Supplement for Class X SMA / MA", Scrapbook media on virus material as a learning supplement for class X SMA / MA students. The research that has been developed has validity with a valid category. The conclusion given is that the Scrapbook media that has been developed has practicality with a very practical category for teachers and students (Ulvaturrahmania & Yogica, 2022).

Next is a study entitled "Development of Scrapbook Media on Learning Theme 7 Sub Theme 1 Learning 1 Students Grade 4 SD Negeri Sluke Rembang Regency" owned by Asiyatul Khosiyah. The researcher concluded that the Scrapbook media development process on the theme 7 beautiful diversity in my country sub-theme 1 ethnic and religious diversity in my country learning 1 class IV SDN Sluke was successful by getting high scores from experts and users. The conclusion obtained is that Scrapbook media can be used as media for grade IV students of SDN Sluke(Khosiah & Mizan, 2021).

From some of these relevant studies, researchers consider that it is necessary to develop Digital Scrapbook learning media. The author assumes that it is necessary to develop learning media in the form of Digital Scrapbook as a complement to Teaching and Learning Implementation (PBM) on the grounds that learning is more interesting and varied in the material of writing Short Story Text for grade XI SMK. This is in accordance with the purpose of developing this Digital Scrapbook learning media, namely to provide interest in grade XI SMK students, especially in learning material for writing short story texts and applying technology to create effective and efficient learning media.

RESEARCH METHOD

This research uses the Research and Development method and the ADDIE model. The selection of the ADDIE model because this model pays attention to the basic stages of media development design that are simple and easy to understand. This model was chosen because the ADDIE model is often used to describe a systematic approach to instructional development. One learning design approach is the ADDIE principle (Syahputra, 2020). The ADDIE model is used to describe a systematic approach to learning media development (Eni, 1967).

The test subjects for the small group trial consisted of 10 students. Meanwhile, the large group trial consisted of 33 students. The types of data taken in this development research were obtained from: 1) expert test, 2) observation, and 3) student learning outcomes. This research

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instrument is a validation sheet from design experts, media experts, material experts, and observation sheets and student learning outcomes sheets.

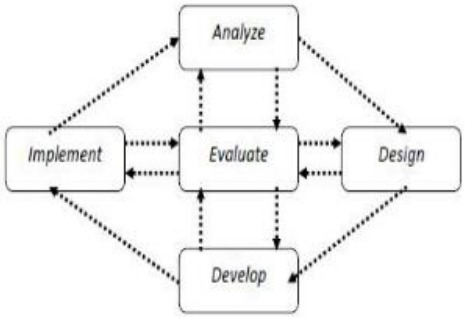


Figure 1. Stages of the ADDIE Model (Anglanda, 2007)

Qualitative data analysis obtained in the form of notes, suggestions or comments on the assessment results of the questionnaire sheet based on the responses of the trial subjects / students. This data was also obtained from questionnaires filled out by peers. While quantitative data was obtained at the validation stage of design experts, media experts, content experts as well as later usage trials and product trials.

RESULTS AND DISCUSSION

This development produces a product, namely Digital Scrapbook of short story text writing material. The developer chose a location at SMK Negeri 1 Probolinggo, especially in class XI majoring in Office Management (MP) 1. There are five stages in this development procedure, which include: 1) Analysis; 2) Design; 3) Develop; 4) Implementation; and 5) Evaluation.

Analysis

The analysis stage consists of analysing the characteristics of learners, curriculum analysis, and needs analysis. In the analysis of the characteristics of learners who are the basis for the development of this learning media. Students in SMK, especially class XI, are generally 16-17 years old. At this stage students are able to think logically, rationally, and have begun to think abstractly.

The curriculum analysis aims to formulate the Learning Outcomes obtained from the Learning Objectives and the Flow of Learning Objectives for Writing Short Story Texts in phase F applicable at SMK Negeri 1 Probolinggo. Learning Outcomes, Learning Objectives, and Flow of Learning Objectives can be seen in the following table.

Table 1. Indonesian Language Outcomes Grade XI

Subject : Indonesian Language Phase : F Author : Kinasih. D, S.Pd.	Phase F Outcomes: By the end of phase F, learners have the language skills to communicate and reason according to purpose, social, academic and workplace contexts. reason according to purpose, social, academic and workplace contexts. Learners are able to comprehend, process, interpret and evaluate different types of texts on diverse topics. diverse topics. Learners are able to create ideas and opinions for various purposes.

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	Learners are able to actively participate in language activities that involve many people. people. Learners are able to write various texts to reflect and self-actualise. to always work by prioritising the use of Indonesian language in various media to advance the nation's civilisation. to advance the nation's civilisation.

Table 2. Learning Outcome Elements

Listening	Reading and Viewing	Speaking and Presenting	Writing
Learners able to evaluate various ideas and views based on the rules of logic of thinking from listening to various types of texts (nonfiction and fiction) in the form of monologue, dialogue, and speech, create and appreciate ideas, and opinions to in response to a text listening.	Learners able to evaluate ideas and ideas and views based on the rules of logic of thinking from reading various text types (nonfiction and fiction) in print and electronic media. students are able to appreciate fiction and nonfiction. accuracy and quality data and comparing the content text.	Learners able to present ideas, thoughts, and creativity in language in the form of monologue, dialogue, and talk show logically, systematically, critically, and creative; able to present literature creatively and interestingly. students are able to create texts in accordance with the norms of politeness and indonesian culture. learners able to present and defend research results, as well as conclude input from discussion partners.	Learners able to write ideas, thoughts, insights, metacognition knowledge for various purposes logically, critical, and creative. learners able to write various types of literary works. learners able to write self-reflection text, self reflection text. Learners able to write research result, text functional world of work, and development of further studies. learners able to modify/deconstct a literary work for the purpose of creative economy. learners able to publish writing the results of their work in print and digital media. or digital media.

In terms of needs analysis, it is known that the learning that is carried out, namely the lecture method, makes students less active. Students of SMK Negeri 1 Probolinggo, especially MP 1 majors need a boost of enthusiasm in learning. For this reason, teaching materials are needed that have an approach that encourages active students and is able to foster the enthusiasm of students learning independently and with the teacher.

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Table 3. Flow of Learning Objectives for Writing Short Story Texts

Learning Objective Flow	Element	References / Notes / Adaptation Inspiration
Writing a short story with a specific theme (local wisdom) Or Based On The Inspiration Of A Short Film Watched (Short Story Text)	Writing	writing short stories based on historical conditions the past of the city/ district he lives in /based on a short film/documentary watch

Design

At this design stage, product design is carried out. Starting from the formulation of learning objectives, the preparation of materials to be presented in teaching materials, as well as the criteria for assessing teaching materials. The first step taken in the preparation of the framework is to determine the flow of developing Digital Scrapbook media on the material of writing short story texts in class XI.

The next step is to determine the systematic development of Digital Scrapbook. Things that are generally considered in this learning media include media design, material design and determining the content in the media presentation. Then proceed to collect the components that will be used in the development of Digital Scrapbook learning media.



Figure 2. Cover

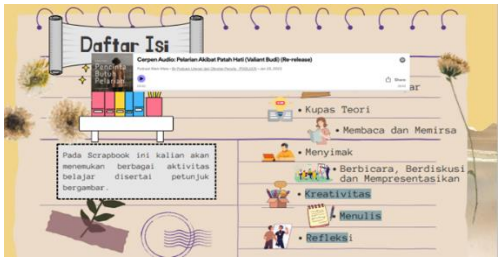


Figure 3. Table of content



Figure 4. Opening Page



Figure 5. Learning Goals Page



Figure 6. Learning Board



Figure 7. Content Page

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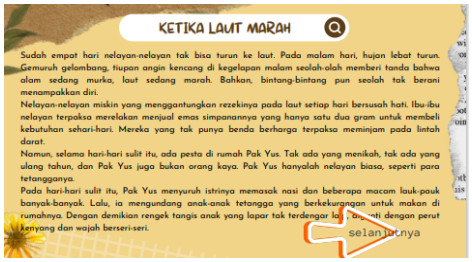


Figure 8. Content Page

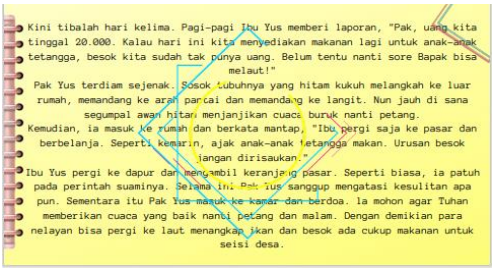


Figure 9. Content Page

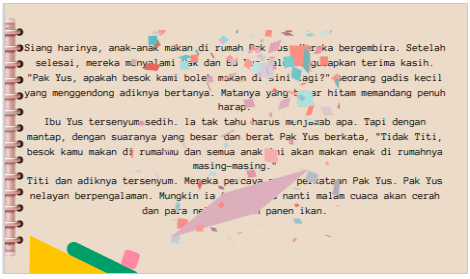


Figure 10. Content Page



Figure 11. Content Page



Figure 12. Content Page



Figure 13. Content Page



Figure 14. Content Page



Figure 15. Content Page



Figure 16. Content Page



Figure 17. Content Page

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Figure 18. Content Page



Figure 19. Content Page



Figure 18. Content Page



Figure 19. Content Page



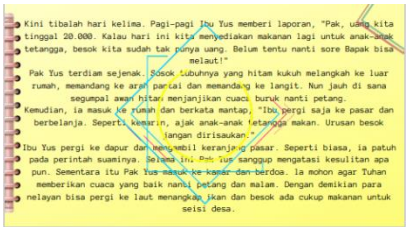
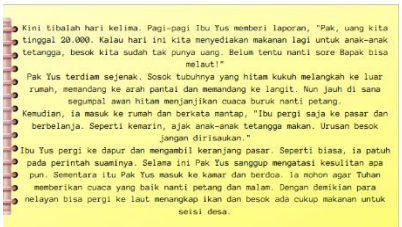
Figure 18. Content Page

Develop

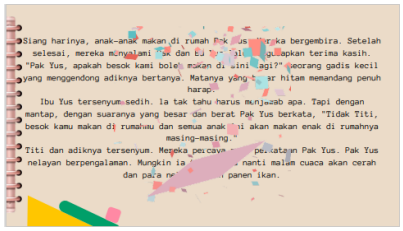
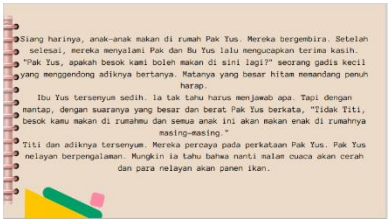
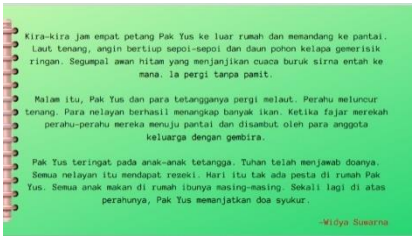
The first step at this stage is to determine the material that will be included in the media first including the selection of additional material, animations that are in accordance with the material, as well as determining the flow. The second step is to create the media and design the media. The third step is to improve the media. This refinement is done by asking for validation from media experts, design experts, and content experts.

Revisions need to be made at this stage. Like the previous development belonging to (Desy Fajar Sari, 2020) which states that the developer makes improvements to the media that will be produced by going through the validation stage. Media to be produced by going through the validation stage carried out by media experts and material experts. Likewise with the development of this Digital Scrapbook learning media. After getting assessments, comments, and suggestions from design experts on the learning media that has been produced, product revisions are made. Then, the Digital Scrapbook learning media began to be trialled in small group tests and large group tests. revisions made to the Digital Scrapbook can be seen in the following table.

Table 4. Revised Digital Scrapbook Section

Section	Before Revision	After Revision	Description
Content			Confetti sticker element removed

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Content			Confetti sticker element removed
Content			Shape sticker element removed
Learning Objectives			Confetti sticker element removed

Implementation

As in the previous development of (Fip & Negeri, 2018), limited trials were conducted to determine the response to the use of media through effectiveness instruments, test scores, and practicality instruments. Then, the same with this development, the first goal is to make it easier for students to achieve predetermined learning objectives with attractive learning media. The second objective is how Digital Scrapbook becomes a problem-solving tool for problems faced by students in the learning process, especially in the digital era. The third objective is to determine the learning outcomes of students after learning with Digital Scrapbook media.

The implementation stage is directly using digital scrapbook learning media in learning short story text writing material. Some of the objectives of this implementation stage include: 1) making it easier for students to achieve the specified learning objectives with attractive learning media; 2) being a problem-solving tool for problems faced by students in the learning process, especially in the digital era; 3) improving student learning outcomes.

Table 5. Trial Implementation

Small Class Trial	Large Class Trial
	
	

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Evaluation

Table 6. Expert Validation Result

Result	Sum of Score	Maximal Score	Percentage	Eligibility Description
Design Expert Validation Result	64	75	85,3	feasible
Media Expert Validation Results	56	60	93	very feasible
Content Expert Validation Results	64	70	91,4	very feasible
Small Group Test Questionnaire Results	68	75	93	very feasible
Large Group Test Questionnaire Results	73	75	98	very feasible
Learner Response Results	73	75	98	very feasible
Learner Outcomes	2934	3300	88,9	very effective

The results of the assessment by media experts were 93%. So it can be concluded that the feasibility of Digital Scrapbook learning media on the material of writing short story text is included in the "Very Feasible" category. The results of the assessment by design experts were 85.3%. So it can be concluded that the feasibility of Digital Scrapbook learning media on short story text writing material is included in the "Appropriate" category. The results of the assessment by content experts were 91.4%. So it can be concluded that the feasibility of Digital Scrapbook learning media on short story text writing material is included in the "Very Feasible" category.

The results of the small group test assessment were 93%. So it can be concluded that the feasibility of Digital Scrapbook learning media on short story text writing material is included in the "Very Feasible" category. The results of the large group test assessment were 98%. So it can be concluded that the feasibility of Digital Scrapbook learning media on short story text writing material is included in the "Very Feasible" category.

The results of students' responses were 98%. So it can be concluded that the feasibility of Digital Scrapbook learning media on short story text writing material is included in the "Very Feasible" category. The learning outcomes of students were 88.91%. So it can be concluded that the feasibility of Digital Scrapbook learning media on short story text writing material is included in the "Highly Effective" category.

From these results, it can be concluded that the Digital Scrapbook media that has been developed is very feasible and efective to use in learning Indonesian language material on writing short story texts. After being declared very feasible, this learning media was implemented in grade XI Indonesian language learning at SMK Negeri 1 Probolinggo. Implementation is carried out on all students and get an average evaluation score of 88,91 which means it has reached the Indonesian language KKM. So from the data it is concluded that Digital Scrapbook media can support Indonesian language learning and facilitate the material of writing short story texts that have been delivered.

CONCLUSION

Based on the results of this assessment, it means that the development of Digital Scrapbook learning media on writing short story text material for class XI MP 1 SMK Negeri 1 Probolinggo is very feasible to be used in Indonesian language teaching material on writing short story text.

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This is evidenced by several validations that resulted in a percentage achievement above 85%, which means it is in the feasible to very feasible category.

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